DOCUMENT RESUME

TE 002 497

ED 052 209

AUTHOR	Campbell, Laurence R.
TITLE	The High School Newspaper as a Public Relations Medium, and Other Studies.
INSTITUTION	Quill and Scroll Society, Iowa City, Iowa.
PUB DATE	Apr 71
NOTE	49p.; A Quill and Scroll Study, 1971
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*High Schools, *Journalism, *News Media, *Public Relations, *School Newspapers, Student Organizations

ABSTRACT

In addition to the title study, six other studies are also presented in this publication. The titles and authors of these additional studies are: "What They Read Yesterday--and Why" by James R. Hickey; "Journalism Activities in Kentucky Public and Nonpublic High Schools: 1966" by Robert Murphy and Laurence R. Campbell; "Students' Appraisal of Syracuse University High School Press Institute, 1959-1966" by Laurence R. Campbell; "Measuring T-Units in Front Page News" by Laurence R. Campbell and Catherine Connelly; "Preparing English Teachers to Supervise School Newspapers" by Laurence R. Campbell; and "Obituary of High School Newspaper Journalism" by Laurence R. Campbell. A listing of dates of founding of high school press groups as reported to Quill and Scroll Studies by April 1, 1971 is given. The titles and authors of Quill and Scroll Studies performed during the period 1966-1970 are provided. (DB)

ED052209

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

JUN 15 1971

THE HIGH SCHOOL NEWSPAPER AS A PUBLIC RELATIONS MEDIUM

And Other Studies

TE 002 497

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY L. R. CAMPBELL AND QUILL & SCROLL SOCIETY TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION.

A Quill and Scroll Study, 1971
By Dr. Laurence R. Campbell
Director, Quill and Scroll Studies
213 Education Building
Florida State University
Tallahassee, Florida 32306

ED052209

CONTENTS

Page

FOREWORD ii

PUBLICATIONS AVAILABLE iii

QUILL AND SCROLL STUDIES

IS THE HIGH SCHOOL NEWSPAPER PRIMARILY A PUBLIC RELATIONS MEDIUM?
By Laurence R. Campbell 1

WHAT THEY READ YESTERDAY -- AND WHY
By James R. Hickey 16

JOURNALISM ACTIVITIES IN KENTUCKY PUBLIC AND NONPUBLIC HIGH SCHOOLS: 1966
By Robert Murphy and Laurence R. Campbell . . . 25

STUDENTS' APPRAISAL OF SYRACUSE UNIVERSITY HIGH SCHOOL PRESS INSTITUTE, 1959-1966
By Laurence R. Campbell 27

MEASURING T-UNITS IN FRONT PAGE NEWS
By Laurence R. Campbell and Catherine Connelly . . 29

PREPARING ENGLISH TEACHERS TO SUPERVISE SCHOOL NEWSPAPERS
By Laurence R. Campbell 33

OBITUARY OF HIGH SCHOOL NEWSPAPER JOURNALISM
By Laurence R. Campbell 40

DATES OF FOUNDING OF HIGH SCHOOL PRESS GROUPS AS REPORTED TO QUILL AND SCROLL STUDIES BY APRIL 1, 1971 . . 42

QUILL AND SCROLL STUDIES - 1966-1970 44

FOREWORD

This set of studies is sent to you for two reasons: First, we hope that it will interest you. Second, we hope that you will spread the data and conclusions herein presented. If you do the latter, we shall appreciate appropriate attribution and will welcome copies. We always invite you to acknowledge the study and comment on it.

The director of Quill and Scroll Studies is grateful to the Quill and Scroll Foundation for the continued support of these modest inquiries. The writer has been associated with Quill and Scroll since 1937 when he contributed his first article to that magazine and conducted the National Survey of High School Journalism with cooperation from that organization.

The writer is grateful to the many high school newspaper advisers who have participated in studies he has undertaken, especially those who have cooperated with Quill and Scroll Studies. Occasionally he hears from journalism teachers he has taught in college courses at Northwestern, Syracuse, Oregon, and Florida State.

With regret the writer also learns of the retirement of advisers with whom he was associated as director of the Illinois State High School Press Association, executive secretary of Oregon Scholastic Press, executive secretary of Florida Scholastic Press Association, founder of Temple Press Tournament, and in other school press activities.

The writer attempts to present findings of Quill and Scroll Studies by sharing them with high school press associations and writing articles for school press magazines. Each summer he meets high school journalists at the high school press institute at Syracuse University. And he has had the pleasure of speaking before school press groups in Washington, Oregon, California, Iowa, Illinois, Minnesota, Texas, Indiana, Ohio, Wisconsin, New York, Pennsylvania, Maryland, North Carolina, South Carolina, and Florida.

The writer urges you to support Journalism Education Association and Columbia Scholastic Press Advisers Association in the hope that these vital organizations will work more and more closely with each other. He urges you to support journalism certification in all states with a minimum requirement of 15 or more semester hours in upper division or graduate journalism courses.

Finally, the writer appreciates his Life Membership in Quill and Scroll and the Maryland Scholastic Press Advisers Association, CSPA Gold Key, NSPA Pioneer Award, JEA Towley Award, and citations from Temple University and Future Journalists of America.

Meanwhile, Quill and Scroll Studies has seven studies in progress, most of which will be completed in 1971. We look forward to continued cooperation and welcome suggestions for Quill and Scroll Study suggestions for 1972.

April, 1971

Laurence R. Campbell

Publications Available from: QUILL AND SCROLL
School of Journalism
University of Iowa
Iowa City, Iowa 52240

DOs and DON'TS for An Alert Staff 15
A Guide and check list of good practice for the school paper. Every staff member should have a copy.

THE NEWSPAPER ADVISER'S HANDBOOK 75
Practical suggestions and ideas for the high school paper. A helpful aid for both experienced and untrained advisers.

QUILL AND SCROLL STYLEBOOK 25
A guide for Writers and Editors of School Publications.

TEACHERS ARE NEWSMAKERS 75
Intensely practical. Concise counsel and specific advice for advisers, teachers unfamiliar with newspaper procedures, and publication staff members.

A PRINCIPAL'S GUIDE TO HIGH SCHOOL JOURNALISM 75
This new edition analyzes and interprets the place and purpose of high school journalism and school publications.

SCHOOL NEWSPAPER MANAGEMENT 25
Self-appraisal scale designed to develop sound business practices and improve standards of newspaper management.

MEASURING THE READABILITY OF HIGH SCHOOL NEWSPAPERS 50
Report of a study conducted by Quill and Scroll Studies with complete directions for evaluating the readability of individual high school newspapers.

IS THE HIGH SCHOOL NEWSPAPER PRIMARILY A PUBLIC RELATIONS MEDIUM?

A Quill and Scroll Study, 1971

By Dr. Laurence R. Campbell, Director, Quill and Scroll Studies
213 Education Building, Florida State University
Tallahassee, Florida, 32306

The purpose of this inquiry is to determine, first, whether the high school newspaper is an effective public relations medium today and, second, whether its service in this role can be improved.

To be sure, it is proper to ask the question raised in the title of this study: Is the high school newspaper primarily a public relations medium--a means of maintaining a good public image of the school?

Certainly it is the hope of many principals that the newspaper will win the good will of internal publics--students, academic employees, and non-academic employees and of external publics--alumni, parents, suppliers, advertisers, and taxpayers.

How successful is the high school newspaper today? Consider the data first presented in "The High School Newspaper as Medium of Good Will" first published in 1968. They were gathered from 612 high school principals in Maine, Ohio, Virginia, Missouri, Texas, and California.

These principals--84.3 per cent of them--reported that they read the newspaper. Furthermore, 82.1 per cent encouraged their teachers to read it, and 90 per cent encouraged the students to read it.

To be more specific, 93 per cent regularly read front page news; 91 per cent, editorials; 86 per cent, sports news; 79 per cent, features; 31 per cent, advertisements, as Table 1 indicates.

TABLE 1.--Frequency in Terms of Percentage with Which Principals Read High School Newspapers As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Regularly	Often	Seldom	Never	No Answer
Front page news	93	4	..	..	3
Sports news	86	9	1	..	4
Editorials, columns	91	5	1	..	3
Features, entertainment	79	15	3	..	3
Advertisements	31	20	19	7	1

Principals rated the news coverage in four main areas: curricular, co-curricular, community, and administrative news, reporting on both the internal and external aspects.

In each instance they rated coverage as excellent, substantial, good, fair, or poor. The first three categories may be considered satisfactory; the other two, unsatisfactory. There were a few who did not answer.

Coverage of the overall academic program was rated 83 per cent satisfactory for internal publics, 69 per cent for external publics as Table 2 indicates.

Coverage by specific subject field ranged from a low of 36 per cent for agriculture to a high of 85 per cent for music and English. Other subjects ranked high were journalism, speech-drama, physical education, and fine arts.

TABLE 2.--Quality of Curricular News Coverage in Terms of External and Internal Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas and California in 1968.

	Internal			External		
	Excellent Substantial Good	Fair Poor	No Answer	Excellent Substantial Good	Fair Poor	No Answer
Music	85	8	7	73	13	14
English	85	9	6	68	18	14
Academic Program	83	10	7	69	19	12
Journalism	80	10	10	66	18	16
Speech-drama	79	11	10	66	19	15
Physical Education	79	14	7	67	20	13
Art--fine	76	16	8	61	25	14
Social Studies	73	19	8	53	33	14
Science--natural	72	20	8	59	27	14
Homemaking	72	18	10	60	24	16
Foreign Language	67	24	9	54	31	15
Business	67	15	18	57	27	16
Mathematics	64	28	8	46	35	19
Vocational Courses	60	25	15	52	29	19
Art--Industrial	55	30	15	28	39	33
Agriculture	36	32	32	..	..	..

Co-curricular news received slightly better coverage than curricular news. In terms of internal public relations, activities ranked thus: assembly, clubs, senior class, inter-school sports, social events, and

so on. Debates and the freshman class ranked lowest. Percentages were lower for external coverage as Table 3 indicates.

TABLE 3.--Quality of Co-Curricular Coverage in Terms of Internal and External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, California in 1968.

	Internal			External		
	Excellent Substantial Good	Fair Poor	No Answer	Excellent Substantial Good	Fair Poor	No Answer
Assembly	89	4	7	71	15	14
Clubs	89	13	8	71	15	14
Senior Class	88	9	3	60	20	20
Sports--interschool	87	4	9	63	12	15
Social Events	86	5	9	69	15	16
Activity Program	86	6	8	64	18	18
Drama--Plays	85	7	8	70	15	15
Student Council	85	16	9	71	14	15
Band	83	7	10	72	11	17
Chorus	81	10	9	69	15	16
Dances	77	12	11	63	20	17
Junior Class	74	12	14	61	19	20
Newspaper	73	13	17	61	19	20
Service Clubs	69	18	13	..	..	..
Sports--intramural	66	19	15	54	26	20
Sophomore Class	63	22	15	53	26	21
Debates	56	23	26	46	28	26
Freshman Class	52	27	21	42	32	26
Handbook	45	35	20	39	36	25
Magazine	41	33	26	39	32	29
Orchestra	50	20	30	66	15	19

Coverage of news involving the community was less satisfactory, as Table 4 indicates. Open house, education week, and adult or parents organizations received better coverage than the board of education, alumni, and adult education.

Principals rated coverage of administrative news better for internal than external publics, as Table 5 indicates. Announcements, the library, guidance, and the principal's office received the most satisfactory coverage.

The high school newspaper today is an effective public relations medium, as these tables and those in the appendix indicate. The latter give the data in terms of a somewhat more comprehensive breakdown.

TABLE 4.--Quality of Community Relationships Coverage in Terms of Internal and External Public Relations Presented on a Percentage Basis as Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Internal			External		
	Excellent Substantial Good	Fair Poor	No Answer	Excellent Substantial Good	Fair Poor	No Answer
Open House	70	17	13	60	21	19
Education Week	46	32	17	43	35	22
Parents' Organization	56	29	17	50	29	21
Board of Education	46	37	17	43	35	22
Alumni	43	42	15	40	39	21
Adult Education	31	34	25	32	41	27

TABLE 5.--Quality of Administration News Coverage in Terms of Internal and External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Internal			External		
	Excellent Substantial Good	Fair Poor	No Answer	Excellent Substantial Good	Fair Poor	No Answer
Announcements	74	16	10	60	23	17
Guidance	73	17	10	63	20	17
Library	73	17	10	61	22	17
Principal	73	17	10	62	22	16
Personnel	67	21	12	58	24	18
Testing Service	67	21	12	59	23	18
Other News	65	16	19	57	20	23
Buildings	58	28	15	50	30	20
Vice-Principal	54	34	14	46	26	18
Food Service	52	34	14	45	35	20
Health Service	51	33	16	45	34	21
Grounds	49	37	14	43	37	20
Audiovisual Service	47	38	15	42	37	21
Maintenance	39	46	15	39	41	20

What is the situation today? In a 1970 Quill and Scroll Study - "Student Press Copes with Student Unrest, 1970" newspaper advisers reported whether criticism of the newspaper was about the same, more, or less than in previous years. Data presented in Table 6 are the percentages of more criticism or less criticism.

TABLE 6.--Criticism by High School Principals of School Newspaper Content As Reported by 94 Advisers in 1970.

Content	More Criticism	Less Criticism
Features	22	10
Editorials	21	17
Columns	14	14
News--general	11	27
Headlines	6	22
Photographs	3	22
Makeup	2	22
News--sports	2	28

The newspaper is an effective public relations medium in many high schools, according to these data. But it is also ineffective in some schools as these data also indicate. And many schools have no newspapers. Moreover, more critical standards may emerge in the next decade.

If the high school newspaper is to improve, the principal must take active, positive, constructive steps to improve it. He must set up the conditions under which the staff and adviser can make it a success.

First, with the cooperation of the staff he should develop a set of policy guidelines that are brief, clear, and flexible which delineate the scope of staff freedom.

Second, he should insist that the newspaper become a news paper, not a history journal. He should assure the staff of the financial support essential for publishing it every two weeks or oftener.

Third, he should insist that the newspaper become a truth shop in which readers can find out what they are entitled to know about the school in accurate, objective, balanced, truthful news stories.

Fourth, he should avoid any form of faculty or administrative censorship as a practice alien to any American community of learners. Repressive measures alienate staffs, sometimes impelling them to stress the adversary role of the newspaper or to shift to underground newspaper staffs. Censorship always damages internal morale.

Fifth, every school with an enrollment of one thousand or more should offer one-year courses in basic journalism, newspaper production, yearbook production, and mass media. Schools with an enrollment from 500 to 1,000 should have one or two courses. Thus, satisfactory programs of staff training may be developed.

Principals usually make a sustained effort to equip science and art, business and homemaking, music and physical education classrooms to meet requirements for accreditation. Not so in journalism.

For example, in a 1966 Quill and Scroll Study of six southeastern states 80 of the 186 newspaper advisers rated their classroom facilities for the newspaper as less than satisfactory.

In 1967 in a study of Kentucky schools 13 per cent of the advisers rated their facilities as mediocre and 11 per cent as unsatisfactory.

In 1968 in "Five Factors in the Success of High School Newspapers" data were reported from 415 high school newspaper advisers.

TABLE 7.--Percentage of Schools Rated Passable or Unsatisfactory in 1968 by 415 Newspaper Advisers

Factors	All Newspapers	Newspapers with Gallup Rating
Classroom size and shape	30	26
Desks, tables, and chairs	29	23
Heat	17	12
Lighting	11	4
Ventilation	21	19
Blackboards	26	24
Cameras	13	4
Shelves for books, magazines	29	17
Storage space and files	28	12
Typewriters	29	21

These data reveal the fact that even with advisers whose newspapers received the highest award of the Quill and Scroll Evaluation Service, many of the advisers found their facilities less than satisfactory.

In 1970 principals in 42 high schools in Vermont, Delaware, Idaho, South Dakota, and North Dakota provided the data on which these statements are based:

"In one-fourth of the schools the principals do not even reserve a typical classroom for journalism and newspaper activities, although 13 per cent took this step in 1969-1970.

"In 41 per cent of the schools the principals report that the publication headquarters is designed specifically for curricular and co-curricular journalism. In 11 per cent such facilities were provided in the past year, but in the others--almost one-half no such facilities have been provided.

"Pictorial journalism languishes in these states, for 35 per cent have no camera for student journalism and 58 per cent have no darkroom.

"Note these deficiencies:

12 per cent have no pencil sharpener!
20 per cent have no large wastebaskets.
74 per cent have no outside telephone.
37 per cent have no opaque projector.
28 per cent have no overhead projector.
22 per cent have no screens for projectors!
51 per cent have no newspaper racks or holders.
17 per cent don't have electrical outlets for projectors!

"Only 13 per cent of the schools have a horseshoe copydesk. Doubtless their home economics students are not using wood stoves!

"Slightly more than one-half have eight manual typewriters in good condition--and tables on which to put them. One school in eight has no bulletin board and one in five has no chalkboard on a sidewall.

"Two-thirds of the schools have a storage closet with shelves, but 44 per cent do not provide as much as 15 feet in bookshelf space. Approximately two-thirds have no sink with running water, small adding machine, acoustically treated walls and ceiling, or 34 or more stock chairs.

"Consider these facts:

82 per cent are without triangular or trapezoidal tables.
59 per cent are without drawing boards.
45 per cent without T-squares.
38 per cent don't have the equipment needed for a duplicated newspaper.
24 per cent have no clock!
47 per cent have no lectern.
89 per cent are without air conditioning.
58 per cent are without a staff conference room.
71 per cent have no office for the adviser.
58 per cent have libraries without 10 or more journalism books--other than textbooks--published since 1965.

"Only one school has a link with a local radio or television station. Approximately one-half have no lockable 4-drawer files."

It is true that principals say that they make provision for classroom facilities and similar resources, as Table 8 indicates, but reports of advisers again and again indicate that their facilities are inadequate.

TABLE 8.--Support of Newspaper Program Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Yes	No	Don't Know	No Answer
Librarian is encouraged to budget some money for journalistic books and resource materials each year	60	26	8	6
Adviser is encouraged to submit list of equipment and facilities needed for a good journalism laboratory	66	24	5	5
Money is budgeted for the journalism laboratory just as it is for industrial arts, homemaking, business education, and science courses	73	17	3	7
The journalism laboratory has five good standard typewriters	31	61	3	5

What is the greatest failure of principals in improving the school newspaper as an effective public relations medium? The answer is clearly presented in Table 9--which shows many newspaper advisers never have studied journalism on any academic level.

To be specific, principals believe that coaches, music teachers, and heads of English departments should be prepared in their specific fields, but in this study 41 per cent employed newspaper advisers without a minor or major in journalism!

Approximately three-fourths of the newspaper advisers also are English teachers, according to "Five Factors in the Success of High School Newspapers," a 1968 Quill and Scroll Study. Consider this statement from that study:

> Does a major in English qualify a teacher to succeed as a newspaper adviser? Only 7 per cent of the 415 advisers answered this question "yes."

Consider the data presented in Part 3 of "The Human Equation and The School Newspaper," a 1970 Quill and Scroll Study (see Table 10).

TABLE 9.--Personnel Conditions Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Yes	No	Don't Know	No Answer
The school employs athletic team coaches with majors or minors in physical education	80	12	2	6
The school employs a newspaper adviser with a major or minor in journalism	55	41	2	2
The music teachers are expected to have a bachelor's degree in music	92	4	1	3
The newspaper adviser is expected to have a bachelor's degree in journalism	28	66	3	3
The head of the Department of English has 18 or more semester hours in English	95	..	2	3
The newspaper adviser has 18 or more semester hours in English	37	51	8	4

TABLE 10.--Extent To Which 135 High School Newspaper Advisers Agree with Statements about the Adviser's Role Presented on Percentage Basis.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
He should be certified in English	40	36	9	9	6
Should be certified in journalism	49	33	7	7	4
Should have at least 15 semester hours in upper division journalism	31	21	15	23	4
Should have the active support of the principal	71	21	3	1	4
Should have a schedule that enables him to deal with staff problems promptly and efficiently	74	21	..	1	4

TABLE 10.--Continued

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Should have a load that enables him to deal efficiently with newspaper problems	78	17	..	1	4
Should have a load of at least one course less because of his role as newspaper adviser	64	18	7	6	5
Should be a teacher who can explain, demonstrate, and stimulate the staff	68	27	1	..	4
Should be an adviser whom staff members respect for professional background and ability	66	26	3	2	3
Should be a censor who decides what copy to accept and reject	8	20	8	31	34

The principal who truly makes a high school newspaper that serves the school as an effective medium of public relations will consider these points carefully.

There is hope for journalistic success in any high school in which the principal (1) establishes fair and reasonable policy guidelines, (2) makes it possible to publish the newspaper every two weeks or oftener, (3) provides necessary classroom facilities and educational resources, (4) schedules journalism and mass media courses, and (5) employs as a teacher and adviser--not a censor--a person who is qualified by journalism background for his professional role.

APPENDIX

These tables provide the scores on a detailed basis for those interested in more detailed examination.

TABLE 11.--Quality of Curricular News Coverage in Terms of Internal Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Agriculture	6	11	10	10	23	32
Art--fine	25	26	25	12	4	8
Art--industrial	9	16	31	18	12	15
Business	13	24	29	15	7	11
English	27	30	28	7	2	6
Foreign language	13	21	33	16	8	8
Homemaking	15	26	31	13	5	10
Journalism	30	31	18	7	3	10
Mathematics	10	20	34	19	9	8
Music	32	34	19	6	2	7
Physical education	34	23	23	10	4	7
Science--natural	12	26	35	15	5	8
Social studies	11	28	34	14	5	8
Speech	29	31	19	7	4	10
Vocational courses	13	21	26	15	9	15
Academic program in general	21	35	27	8	2	7

TABLE 12.--Quality of Curricular News Coverage in Terms of External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Agriculture	6	8	13	12	27	33
Art--fine	12	24	25	16	9	14
Art--industrial	7	12	27	20	16	19
Business	10	18	29	17	10	16
English	16	21	31	12	6	14
Foreign language	10	16	26	18	13	15
Homemaking	12	20	28	16	8	16
Journalism	22	22	22	11	7	16
Mathematics	10	15	28	20	13	14
Music	25	27	21	9	4	14
Physical education	25	19	23	13	7	13
Science--natural	10	18	31	18	9	14
Social studies	9	20	31	16	9	15
Speech--drama	20	25	22	12	7	15
Vocational courses	10	17	25	16	12	19
Academic program in general	17	25	27	13	6	12

TABLE 13.--Quality of Co-Curricular News Coverage in Terms of Internal Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Assembly	34	33	23	4	1	7
Band	36	31	17	4	3	10
Chorus	30	29	21	7	3	9
Clubs	30	35	24	3	1	7
Dances	27	29	21	8	4	11
Debates	16	19	21	11	13	21
Drama--plays	36	31	18	3	4	8
Freshman class	9	14	29	17	10	21
Handbook	8	13	24	18	17	20
Junior class	13	28	33	8	4	14
Magazine	9	10	22	14	18	26
Newspaper	25	25	23	9	5	14
Orchestra	15	17	18	8	12	31
Senior class	32	39	17	5	4	3
Service clubs	19	27	23	9	9	13
Social events	33	32	20	4	1	9
Sophomore class	10	20	33	17	5	15
Sports--interschool	54	25	9	3	2	9
Sports--intramural	25	20	21	11	7	15
Student council	34	34	18	5	1	9
Co-curricular program in general	25	36	25	10	1	9

TABLE 14.--Quality of Co-Curricular News Coverage in Terms of External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Assembly	20	25	27	11	4	14
Band	28	23	21	7	5	17
Chorus	23	25	21	9	6	16
Clubs	19	24	28	10	5	14
Dances	16	21	26	11	9	17
Debates	12	14	20	13	15	26
Drama--plays	28	24	18	8	7	15
Freshman class	7	12	24	20	13	26
Handbook	6	12	20	17	19	25
Junior class	11	20	30	11	8	20
Magazine	7	10	22	13	19	29
Newspaper	17	23	21	11	8	20
Orchestra	12	14	19	10	13	33
Senior class	21	25	20	7	8	19
Service clubs	14	21	25	10	9	20
Social events	23	21	25	10	5	16
Sophomore class	8	16	29	17	9	21
Sports--interschool	38	21	14	7	5	15
Sports--intramural	19	15	20	14	12	21
Student council	23	24	24	9	5	15
Co-curricular program in general	17	26	25	11	5	16

TABLE 15.--Quality of Community Relations Coverage in Terms of Internal Public Relations Presented on a Percentage Basis as Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantive	Good	Fair	Poor	No Answer
Adult education	6	9	16	15	29	25
Alumni	8	12	23	18	24	15
Board of education	9	13	24	16	21	17
Education week	13	21	23	15	13	15
Open house	25	24	21	9	8	13
Parents organization	14	18	23	12	17	17

TABLE 16.--Quality of Community Relations Coverage in Terms of External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantive	Good	Fair	Poor	No Answer
Adult education	6	9	16	13	28	24
Alumni	8	11	21	16	24	21
Board of education	10	14	19	15	21	22
Education Week	13	18	18	15	14	21
Open house	21	22	17	10	10	19
Parents organization	14	17	19	12	17	21

TABLE 17.--Quality of Administration News Coverage in Terms of Internal Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Audiovisual service	9	15	23	19	19	15
Announcements	23	27	24	9	6	10
Buildings	14	19	25	16	12	14
Food service	9	14	29	16	17	19
Grounds	9	13	27	18	18	14
Guidance	20	28	25	11	6	10
Health service	8	15	27	17	16	16
Library	17	29	27	11	6	10
Maintenance	6	11	22	22	24	15
Personnel	18	25	24	11	9	12
Principal	24	26	23	12	6	10
Testing service	16	25	26	11	9	12
Vice-principal	14	21	19	10	14	22
Other news	14	24	27	11	6	19

TABLE 18.--Quality of Administration News Coverage in Terms of External Public Relations Presented on a Percentage Basis As Reported by 612 Principals in Maine, Ohio, Virginia, Missouri, Texas, and California in 1968.

	Excellent	Substantial	Good	Fair	Poor	No Answer
Audiovisual Service	7	11	24	15	23	21
Announcements	18	16	26	13	10	17
Buildings	11	13	26	14	16	20
Food service	7	11	27	17	19	20
Grounds	6	11	26	17	21	20
Guidance	15	19	29	10	10	17
Health service	6	12	27	15	19	21
Library	13	21	26	11	11	17
Maintenance	5	10	23	17	24	20
Personnel	14	19	25	12	12	18
Principal	19	19	24	11	10	17
Testing service	13	19	27	12	11	18
Vice-principal	12	14	20	9	17	23
Other news	10	18	29	11	9	23

WHAT THEY READ YESTERDAY--AND WHY

A Quill and Scroll Study, 1970
By James Richard Hickey, Ph.D.
School of Journalism
University of Colorado

Introduction

Studies of teenage media habits conducted by numerous investigators in recent years have evinced that the modern youngster tends to be a creature of the eye and the ear--that is, he relies heavily on radio and television for his knowledge of the world about him. In an earlier study, Quill and Scroll found that high school students reported spending but 15 to 20 minutes per day with the newspaper, compared to more than one hour with the radio and more than two hours with television. Further, the respondents in the Brinton-Hickey study indicated that they relied on radio as a primary news media and tended to trust radio more than they did the newspaper to give them accurate and unbiased news.

These findings have been consistent. When coupled to a second rather consistent finding that the modern youth values the printed press so little as to be relatively nonchalant about the First Amendment, such results are at least mildly depressing.

Interested in such questions as youth and media, the Quill and Scroll Studies, set up in 1954, has been investigating several facets of the pre-adult's communications behavior. The study reported here is one such study and follows an earlier study for Quill and Scroll by Brinton and Hickey called "Media Habits and Attitudes Towards Media of Colorado High School Students."

The present study consisted of an aided-recall study of high school students' readership of the previous day's hometown daily newspaper. At the same time, each respondent was interviewed to ascertain his attitudes towards and his use of information available to him in the newspaper.

The line of attack was to use the recall portion of the study to identify in the sample three categories of newspaper readership--casual, serious and non-reader--to be compared to information about the respondent's use of information.

Method

Two hundred and three high school students in Boulder, Colorado, were interviewed on one day. Interviewers presented each subject with a copy of the previous day's edition of the Boulder daily newspaper (an afternoon paper) and helped the respondents mark which of the items he recalled reading and approximately how much of each item he had read. When the subject had completed indicating his readership,

the interviewer then helped him to complete a four-page questionnaire, which was attached to the newspaper for identification purposes. Otherwise, the interviewing was conducted anonymously.

This procedure produced 194 useable protocols which were then analyzed into the three readership categories. A serious reader was defined as one who read most of at least three general news stories, including at least one major page one hard news story, and indicated as a minimum surveying the remainder of the 22-page newspaper. A casual reader was defined as one who indicated having the newspaper in hand the preceding evening, but who read only light news and features and glanced at fewer than three of the hard news stories. The non-reader was one who did not even have the newspaper in his hand the preceding day.

Coder agreement on the readership categories was good, if only because the labels themselves describe the reader well. The serious reader is just that, he pursues the newspaper to find out what is going on around him and was rigorous in how he went about his reading. The non-reader, of course, was not able to recall anything in the newspaper. Intermediately, the items marked as read by the casual reader indicated that the newspaper to him was not a serious information source. He tended to go directly to the light items--comics, sports news and so forth, and could scarcely recall having glanced at the hard news items.

The sample included 90 males and 104 females. There were 35 sophomores, 76 juniors and 83 seniors. When readership was analyzed, the subjects produced 40 serious readers, 101 casual readers, and 53 non-readers. Interestingly, 75 per cent had had the previous day's newspaper in their hands and almost one in four read it seriously.

Results--Readership

Initial analysis by sex and grade in school (which would correlate almost perfectly with a very narrow age range) indicated no difference in readership across these variables. See Tables 1 and 2.

TABLE 1

DIFFERENCES IN READERSHIP BY SEX

Type Reader	Male	Female
Casual	48%	53%*
Non-Reader	47	53
Serious	43	57

*Rounding error.

TABLE 2

DIFFERENCES IN READERSHIP BY GRADE

Type Reader	Grade 10	11	12
Casual	20%	34%	47%
Non-Reader	17	49	34
Serious	15	40	45

Table 3 reports the readership by page and type of news item.

TABLE 3

READERSHIP BY PAGE AND TYPE OF NEWS ITEM

Page	Type	Percent Who Read ... Best Read Item	Least Read Item	Average
1	Front	23	9	18
2	Jump/General News	5	1	3
3	General News	5	3	4
4	Editorial	11	1	7
5	General News	12	1	11
6	Vital Statistics	7	0	3
7	General News	11	2	4
8	Home-Owner's	3	0	1
9	General News	14	1	6
10-11	Women's pages	2	1	1
12	Entertainment	12	1	4
13-14-15	Sports	16	0	5
16	Comics	55	0	55
17	General News	7	2	4
18-19-20-21	Classified	9	--	9
22	General News	18	3	8

The Boulder daily for the day the research was conducted was perhaps a typical Monday edition for a medium-sized Colorado city. The lead news story dealt with a public utility franchise for the city and the second story reported the views of a newly-nominated Supreme Court Justice. Two of the front-page stories were concerned with President Nixon's Viet Nam policies and another dealt with an attack on Justice Douglas. Apart from the lead story, the only other local front-page story reported the action of the local district court on a recent student sit-in at the University of Colorado, which is located in Boulder.

Inside, the newspaper carried seven pages of general news, a vital statistics page (obits and births), four pages of classifieds, a comic page, three pages of sports news, one entertainment-movie page, two pages of woman's interest, a home-owner's page and one editorial page. The jump page was page two, but only three stories jumped. Only 27 readers, incidentally, followed the jumps.

The best read features in the Boulder daily were the Ann Landers column--43 per cent, the local "police notes" column--34 per cent, and the horoscope--24 per cent. Most respondents reported looking at the pictures and more prominent advertisements, although no attempt was made to pursue depth of reading for these latter items.

Depth of reading proved difficult to measure, but seemed to vary greatly across readers. The serious reader seemed to read most or all of the main stories he entered at all, and read at least several paragraphs deep in the other stories he looked at. The casual reader, as to be expected, was somewhat more likely to read the head, skim the lead paragraphs, and go on.

No rigorous analysis was made, but the coders felt that readership of individual items varied greatly with display and localness of the subject matter.

Results--Questionnaire

After each respondent had indicated his readership, the interviewer helped him to complete a questionnaire which asked him a series of questions aimed at finding out, at least superficially, what utility the respondent saw in news reading. The results, question by question, are reported below. Responses are broken down for category of readership.*

Percentage Responding by Readership Category

	Casual	Non-Reader	Serious
1 Q. Do you feel you are as popular as you would like to be, or would you like to have more friends than you do?			
As popular as would like to be	37	47	47
Would like more friends	41	32	45
Other response	20	21	8
2 Q. Do you spend much time, when you are with your friends, talking about things in the news?			
Yes	31	15	45
No	56	68	30
Other response	13	15	23

* Percentages will exceed or subceed 100 due to rounding or non-response.

	Casual	Non-Reader	Serious

3 Q. When you and your friends do discuss things in the news, do you feel you do more talking than others, or do you mostly listen?

More talking	21	28	30
More listening	42	40	27
About equal/other	28	32	43

4 Q. Taking everything into account, do you feel you are better informed, less well informed, or about equally informed, compared to your friends?

Better informed	20	19	32
Less informed	13	11	5
About equally	65	66	63

5 Q. Generally, do you feel that you are more interested, about equally interested, or less interested, in things in the news than your friends are?

More interested	27	19	33
Less interested	15	15	10
Equally interested	57	65	55

6 Q. Do you think there is any truth in the argument that well-informed people are more popular than less well-informed people?

Lot of truth in it	10	10	10
A little truth in it	36	34	35
Not much truth in it	54	51	55

7 Q. Do you think there is any truth in the notion that high school students are not as well-informed about what is going on in the world as adults are?

Lot of truth in it	15	6	8
A little truth in it	34	42	45
Not much truth in it	51	51	43

8 Q. When you and your parents discuss things in the news, do you feel you spend more time listening or more time talking?

More time listening	34	30	30
More time talking	19	23	13
About the same	36	38	43

	Casual	Non-Reader	Serious
9 Q. Taking everything into account, do you feel you are as well-informed as your parents on things that are in the newspapers?			
Better informed	12	15	10
Equally informed	42	34	43
Less well informed	44	49	42
10 Q. Is there any truth in the argument that high school students don't need to be as well-informed as their parents about things in the newspapers?			
Lot of truth in it	3	10	5
Little truth in it	24	23	12
Not much truth in it	74	68	83
11 Q. Taking everything into account, which best describes the way things in the newspaper are discussed in your family?			
Rarely discuss	37	42	35
Father or mother talks, rest just listen	18	10	7
Share about equally in talking	43	47	58
12 Q. Just generally, do you think your parents feel any great need to be well informed about things in the newspaper?			
Feel a need	70	70	73
Don't seem to feel a need	20	25	22
Other response	10	6	5
13 Q. Do you usually feel optimistic or pessimistic about your future life in America?			
Optimistic	48	63	53
Pessimistic	34	29	23
Other response	17	8	25
14 Q. Do you feel that marijuana and other drugs should be legalized, do you feel the drug laws we have now are about right, or do you feel drug laws should be made even stronger?			
Legalize	47	68	63
Present laws about right	19	17	22
Should make even stronger	33	13	15

	Casual	Non-Reader	Serious
15 Q. Which of these alternatives best describes how you and your friends feel about the ideas and values of the adult generation?			
Are vastly different from youth	47	55	45
Are about the same as youth's	9	6	15
Only a little different from youth's	43	40	40
16 Q. Taking everything into account, what do you feel is the greatest problem facing our country today?			
Population Explosion	8	8	2
Violence	5	6	5
Vietnam War	18	13	28
Drugs	1	0	0
Alienated Youth	6	10	0
Racism	7	6	8
Environment Decay	23	29	20
Economic	4	4	0
Alienated Adults	25	10	35
17 Q. Taking everything into account, along these same lines, what do you feel the adult generation sees as the greatest problem facing the country today?			
Population Explosion	4	0	5
Violence	3	8	0
Vietnam War	15	17	15
Drugs	7	8	5
Alienated Youth	31	28	40
Racism	4	8	5
Environment Decay	12	10	8
Economic	6	4	5
Alienated Adults	10	2	15
18 Q. Do you think there is any truth in the argument that the only way we can improve American society is by violence?			
Lot of truth in it	4	6	3
A little truth in it	21	29	30
Not much truth in it	76	67	66
19. Q. Do you think you would read the newspaper more if the voting age were lowered to 18, or don't you think a change in the voting age would make any difference in your reading?			
Would read more if lowered	45	38	50
Wouldn't make much difference	49	42	45
Other response	7	13	5

Two other questions in the questionnaire asked the respondent to indicate why he did--or didn't--read, and why he thought his friends did--or didn't-read newspapers. Responses to these questions are reported in Tables 4 and 5 below.

TABLE 4

Q. Thinking about it now, why do you suppose you read--or don't read--the newspaper?

Response*	Percent Casual	Non-Reader	Serious
Lack of time	19	29	22
Lack of interest	28	15	5
Distrusts media	6	6	3
Media too violent	4	2	3

Reads to keep informed	35	24	50
Just interested in events	14	6	3

*Other isolated responses omitted.

TABLE 5

Q. Along this same line, what reason do you think your friends would give for not reading the newspaper?

Response*	Percent Casual	Non-Reader	Serious
Lack of time	38	36	35
Lack of interest	33	42	30
Distrusts media	5	4	18
Media too violent	6	4	3

*Other isolated responses omitted.

Discussion

Due to the small N's involved when an already small sample is trichotomized, interpretation must be cautious. Generally, differences as large as 5 to 6 percentage points may be regarded as at least suggestive, and differences as large as 9 or 10 percentage points probably can be regarded as significance. The study was essentially exploratory

in nature, but the results seem nevertheless significantly what one would expect in the light of foregoing research. The responses, and the readership, seems generally consistent with what is known about readership in general and teenage readership in particular.

One is immediately struck by the response to Question 2, which asked the respondent whether he and his friends ever discussed things in the news; serious readers answered in the affirmative three times as often as the non-reader. This suggests that the serious reader "trades" on information, as suggested by the now-numerous two-step flow of information studies. That is, he uses information in his daily social concourse. This is further supported by Question 3, that the serious reader seems to share more in discussions than the non-reader, Question 4, that the serious reader regards himself better informed than does the non-reader or casual reader, and Question 5, that the serious reader feels himself to be generally more interested in news than does the non or casual reader.

An interesting set of responses also is made to Question 8. The serious reader seems to report experiencing more equality when current events are discussed at home. The non-reader, curiously enough, reports that he spends more time talking than in listening to his parents. This is consistent with the responses elicited by Question 9, where one has a suggestion that the non-reader tends more than either the casual or serious reader to feel more informed than his parents. Note also Question 11.

Further evidence that the serious reader feels more need for information than the casual or the non-reader is contained in the response to Question 10. The serious reader is more likely to feel that high school students need to be informed.

In the series of questions aimed at probing any possible relationship between alienation and youth, perhaps the suggestion contained in the responses to Question 15 is indicative. The serious reader is about 10 percentage points less likely than the non-reader to feel that youth is alienated from the parent generation. Evidence that youth is aware of this factor is contained in Questions 16 and 17. While none of the serious readers feel that youth alienation is a problem in America, compared to 10 per cent for the non-reader and 6 per cent for the casual reader, the serious reader is much more likely than the other two categories to view youth alienation as a problem from his parent's vantage point.

This may well suggest a seriousness of view that characterized the heavy readers in the sample. Question 19 indicates that the serious reader is much more likely than the non-reader to see inability to vote as a factor in newspaper reading.

Conclusions

In general, and at some risk, one might suggest that the serious reader has adopted an adult relationship to the newspaper. He feels a need for information about current events, seemingly identifies this with the adult role in life, and uses the information in his relationship with parents and peers.

In any event, the responses even to the crude, untested protocol tried in this study would suggest that the serious reader is different from the non-reader in both his utilization of the newspaper and in his view of the world about him. Further investigation could well sharpen these differences.

JOURNALISM ACTIVITIES IN KENTUCKY PUBLIC AND NONPUBLIC HIGH SCHOOLS (CONCLUSIONS)

A Quill and Scroll Study, 1966

By
Dr. Robert Murphy, Director
School of Journalism
University of Kentucky
and
Dr. Laurence R. Campbell
Director
Quill and Scroll Studies

Conclusions of Kentucky Study

These are the conclusions reported in a 61-page summary of the Kentucky report:

A conservative appraisal of the data herein analyzed justifies the conclusion that despite the moderate progress made in four or five decades of student journalism in Kentucky, high school newspapers in an epoch in which quality education is demanded still are gravely handicapped by:

1. Inadequate equipment and facilities
2. Insufficient funds
3. Lack of positive support and cooperation
4. Lack of journalism courses in high school
5. Lack of qualified newspaper advisers

If the pursuit of mediocrity is to be changed to the pursuit of excellence, it is imperative that bold and vigorous steps be taken immediately to provide boys and girls in Kentucky with journalism instruction that matches the best in secondary schools anywhere.

To achieve this reasonable goal, it is recommended that:

1. Principals - with the support of boards of education as well as parents - provide space and facilities, including audio-visual aids, library resources, and typewriters, that will match in quality laboratories in science, home economics, industrial arts, and other subject fields taken for granted by accrediting bodies.

2. High schools with an enrollment of 450 or more offer at least a one-year journalism course with credit, scheduling it so juniors and seniors can enroll, and that high schools with an enrollment of 950 or more offer one year courses in basic journalism, creative writing, newspaper production, and yearbook production, scheduling some of them in summer sessions or summer workshops.

3. Principals establish policies for financing co-curricular activities that will enable newspapers and other student publications to be self-sustaining and enable newspapers to publish a minimum of seven four-page issues each semester and to participate in school press conferencens, summer institutes, critical services, and kindred activities.

4. A certificate to teach journalism be required of all high school journalism teachers and student publication advisers by 1970, the minimum requirement of academic work in college journalism above the freshman-sophomore level to be 15 semesters, one course of which must have dealt specifically with high school journalism. It's also recommended that the loads of newspaper advisers be modified and that their salaries be made attractive and that incentives be provided to encourage them to go beyond meeting minimum standards.

5. All high schools - junior high schools included - be encouraged to engage in the sustained study of internal and external public relations, giving particular attention to the role of student publications and the necessity for positive and sustained cooperation with the publication staffs.

While some high school newspapers may achieve excellence, the quality newspaper in this state should not be the exception but the rule. The schools and the students they serve will benefit only so soon as action is taken to adopt the recommendations above or others similar to them. The University of Kentucky School of Journalism, of course, will cooperate wholeheartedly with those who wish to improve both amateur and professional journalism.

STUDENTS' APPRAISAL OF SYRACUSE UNIVERSITY HIGH SCHOOL PRESS INSTITUTE, 1959-1966

A Quill and Scroll Study

By Laurence R. Campbell

(This is a condensation of a study prepared for Dean Wesley C. Clark of Syracuse University School of Journalism. The 31-page report covered these topics: objectives, procedure, response of instituters, status of instituters, academic status, non-academic status, general evaluation, activities evaluation, course evaluation, other aspects, conclusions. Similar appraisals of summer institutes and workshops for student journalists might be enlightening. Dr. Campbell has taught in all institute programs for student journalists at Syracuse from 1959-1970.)

1. Objective

This study of students' appraisals of the Syracuse University High School Press Institute was undertaken for two reasons:

a. To determine what the instituters' reaction was.
b. To determine how the institute could be improved.

2. Background

This institute was founded in the summer of 1959 by Dr. Wesley C. Clark, dean of the School of Journalism, and Dr. Laurence R. Campbell, acting dean of this School of Journalism, 1945-1946. The first school press institute was founded by Professor William R. Slaughter at Northwestern University in the early 1930s.

3. Procedure

Late in the fall of 1966 a questionnaire was sent to all instituters enrolled in the two-week institute during eight summers.

4. Response

Responses were received from 311 instituters - 219 girls, 92 boys. Approximately five out of six rank in the upper fourth in academic status. Virtually all of them worked on their high school newspaper or yearbook and participated in many other student activities. Many were in college when they answered the questionnaire.

5. General Evaluation

Of the 311 instituters reporting; 188 termed institute excellent, 97 rated it very good, 26 rated it good. None rated it fair or passable. Moreover, 300 of the 311 said that they would come to institute if "you had it all to do over again."

The quality of the teaching was rated excellent or very good. Courses in yearbook problems, photography, editorials and columns, and articles and creative writing were rated excellent. Others were rated very good.

Teachers were rated excellent in knowledge of subject field, skills of presentation, helpfulness, sense of humor. In other aspects of teaching they were rated very good.

6. Conclusions

a. The response to the questionnaire was sufficient to justify acceptance of data as satisfactory for use in appraisal.

b. Since the majority of the Instituters rank high in academic and non-academic attainments, their conclusions merit respect.

c. The over-all experience at Institute is excellent, according to Instituters.

d. They are almost unanimous in describing their experience as one they would repeat if they "had it all to do over again."

e. They have developed a very good respect for Syracuse University and its School of Journalism.

f. They believe Institute helped them significantly in their work as student journalists.

g. They rated as good rather than very good or excellent some of the activities related to developing an appreciation and interest in mass media, in careers in mass media, and in freedom of the press.

h. They believe that Institute definitely will help them - or has helped them - in college.

i. Activities with few exceptions are rated very good.

j. Courses are rated very good to excellent - as are the teachers.

k. Contacts with instructors were rated very favorably.

l. Food services and residence halls were rated good, but not much higher.

m. Bus services were satisfactory.

While some Instituters attend Syracuse, evidence that Institute is an effective means of recruitment is insufficient and inconclusive. Instituters regard it as an expensive institution - one which they would like to attend but cannot because of high costs.

The general impression drawn from the data analyzed herein is clear. Instituters like to attend Institute. They like the program and those who make it effective. They like Syracuse University and its School of Journalism. These facts should be gratifying to those who are interested in and responsible for the Institute.

MEASURING T-UNITS IN FRONT PAGE NEWS

A Quill and Scroll Study

By
Laurence R. Campbell, Director
Quill and Scroll Studies
and
Catherine Connelly
Former Graduate Student
Florida State University

1970

Why is some writing better than other writing? This question has been asked many times in every language? It is asked today by those who speak and write in English. It is asked by those who teach English, including journalism teachers.

In one sense, the answer is obvious. Some writing is better than other writing because it communicates more effectively. It is more efficient in the transfer of ideas, emotions, and facts.

This answer evokes these questions: How do you know that some writing is better? How do you know that one story, poem, play, or editorial is better than another? How do you grade, measure, or evaluate writing?

One answer is this: only a qualified person can determine whether some writing is better than other writing. Is this ability inherited or acquired? Persumably it is acquired and involves a college education with the appropriate emphasis.

Yes, it is taken for granted that English teachers are qualified to appraise writing. Why? They have been exposed to the best writing - literature written in English. They also may have studied linguistics, grammar, rhetoric, and related subjects. Sometimes English teachers even have taken writing courses beyond those required for freshmen. Usually they are not encouraged to explore writing forms used in everyday life.

The journalism teacher usually is an English teacher. Hence, if he has a degree in English or an equivalent background, he also is qualified to judge writing. Presumably he knows in which stratum of writing to classify any student's writing.

Precisely how does the qualified person judge writing? Does his exposure to a given piece of writing automatically elicit the appropriate response without conscious awareness? Or can he explain his evaluation technique?

Every sample of writing is a configuration of variables. In each instance the writer could present a different alignment of these variables. Why is one concatenation of variables better than another?

To be sure, we can examine content. Usually we can determine whether it is accurate and truthful. Similarly we may determine its relevance in space and time, noting the depth of emphasis.

Then, too, we can report and classify the kind and frequency of errors in spelling, punctuation, abbreviation, and copy form. We can note the extent to which it deviates from precepts of traditional or transformational grammar. We can examine the vocabulary of the writer, deciding whether it is appropriate for the supposed reader.

We can use readability formulas. For example, Dr. George R. Klare and Laurence R. Campbell in 1967 completed a booklet entitled "Measuring the Readability of High School Newspapers." Their study reported differences in readability of front page news, sport page news, features, and editorials.

The plain truth is that experts in English or testing are not ready to recommend fully a foolproof method of determining why some writing is better than other writing. Even so, recent studies of syntactic complexity may provide a means of determining to some extent why some writing is better.

It is the purpose of this modest study to determine whether this approach can be used to evaluate front page news stories in high school newspapers. Heretofore researchers have concerned themselves chiefly with this approach in examining samples of student writing at various grade levels.

This study is concerned with the average length of minimal terminable syntactic units (T-units) in front page news stories as they appeared in ten high school newspapers. According to a September 1967 article in the "Journal of Educational Research," "T-units are single independent predications with their complements (if any) and whatever modifiers (including clauses) may be grammatically attached to them." To put it another way is to say that all main clauses encountered (including their modifiers) would represent individual T-units. Thus,

The lady in the dark suit whom you sat next to on the plane is on her way to visit her brother, the top surgeon in the city (.) is a single terminable unit; but The attractive woman landed at the airport and her brother drove her to his office (.) contains two independent predications and therefore two T-units. A coordinating conjunction which joins two independent predications is considered as a part of the second T-unit.

In this study 500-word samples were selected from the front pages of ten high school newspapers. In analyzing the ten samples the following observations were made:

1. The range of average number of T-units in a five hundred word sample was from 21 to 33.

2. The average number of words per T-unit in each newspaper sampling ranged from an average of 12.5 words per T-unit to 23.7.

3. The median was found to be 16.2 words per T-unit.

In the table below are included the names of the ten newspapers that were used in this analysis of the average number of words per T-unit. The number in the second column headed T-units represents the number of T-units found in each 500-word sample. The extreme right column indicates the average number of words per T-unit found in each of the ten analyses.

In a recent study by Dr. Kellogg Hunt, Grammatical Structures Written at Three Grade Levels, the average number of T-units contained in written discourse of a sampling of high school seniors ranged from 11 T-units to 15.6. In the study of news stories the median was computed at 16.25

Newspaper, City, State	T-units	Average Number of Words Per T-unit
The Orange, White Plains, N.Y.	21	23.71
The Journal, Parkersburg, W. Va.	22	22.59
The Journal, John Adams, Cleveland, Ohio	26	19.23
Northern High Lights, North, North St. Paul, Minn.	30	16.50
The Tower, Grosse Pointe, Mich.	30	16.26
The Beacon, W. Wilson, Washington, D.C.	28	16.10
The Orange and Black, Grand Junction, Colo.	31	15.77
The Chit Chat, Waggoner, Louisville, Ky.	32	15.28
High Notes, Hartsville, S.C.	33	14.87
The Shorthorn, Shulenberg, Texas	32	12.50

In seeking to interpret the results of this study of the syntactic complexity as measured by the average length of T-units in each of the ten 500 words samples taken from the high school newspapers the following findings may seem (significant, important, worthy of mention):

1. All of the ten samples except one were above the median established for high school seniors.

2. The mean in this study was established as 17.3 words per T-unit.

3. One possible explanation for the rather high average of words per T-unit might be the long lists of student and faculty names that are featured in some front page news items - name of students newly elected to the student council, the cast for the coming all-school play, or the teachers attending the County Monthly English Meeting.

If you are interested in duplicating this study with writing from your own high school newspaper it can be done rather simply by following this 9-step procedure:

1. The 500 words should be taken from the front pages of the newspapers involved (editorials or sports copy might not bring comparable results).

2. In selecting a 500 word sample the average number of words per sentence could be multiplied times the appropriate number of lines or a simple word by word count doesn't take much longer.

3. To avoid chopping a sentence in half the following ground rule was arbitrarily set: If the next sentence in the student discourse that is to be counted will yield more than 500 words it is not counted and the sample ends with the sentence preceding it. If the sentence will not go over the 500 word limit then it is included. The samples in this study ranged from 500-488.

4. Omit from the journalistic sampling the discourse that the student did not generate himself. For instance, a quote from the high school principal may contain 4 T-units but should not be included in the count because they were not written by the student. The same rule was applied to the themes or related thematic ideas of the PTA Spring Carnival since the independent predications were not those of the reporter.

5. Many arbitrary decisions had to be made on how to handle abbreviations, dates, compound words, etc. The following decisions are purely conventional and certainly subject to other interpretations:

   a. In the case of abbreviations like MHSPA (Minnesota High School Press Association) was counted as 1 word not 5.

b. Numbers such as 14,000 or 262 were counted as 1 word.
c. October 28th was recorded as 2 words.
d. 8 p.m. was tabulated as 2 words.
e. Compounded words with or without a hyphen were counted as 1 word.
f. The figure $13 was counted as 2 words.
g. An expression such as October 2-7 was counted as 4 words.
h. The figure $6,000 was counted as 2 words.

6. Next the T-units in the various samples of student front page writing should be identified. A slash line / at the end of each T-unit might assist in totalling. The following grammatical test for a T-unit may be helpful at this point. If the discourse in question can stand alone and there is nothing left over it is an independent predication and therefore fits the definition already given for a T-unit. The identification of main clauses is the basic task.

7. Total individually the number of T-units in each 500 word sampling being used in the syntactic analysis.

8. Divide the total number of words by number of T-units counted for each different 500 word sampling and the quotient yielded will be the average number of words per T-unit for that particular sample. Repeat this operation for each of the 500 word samples included.

9. These results computed by step 8 can then be considered in light of the opening remarks of this study.

While this study of T-units of front page news stories is too limited in scope to justify sweeping conclusions, it does present a different approach to measuring effectiveness of the written work of high school students.

PREPARING ENGLISH TEACHERS TO SUPERVISE SCHOOL NEWSPAPERS

Excerpt from
Five Factors in the Success of High School Newspaper
A Quill and Scroll Study, 1968
By Laurence R. Campbell
Director, Quill and Scroll Studies

Who is responsible for the professional preparation of the high school newspaper adviser? Who decides what major or minor he should choose? Who determines how he shall be certified? Who cares about his career?

"Not I," chorus educators in English and English education programs, secondary education consultants in state departments of public instruction, deans of schools of journalism and schools of education.

This question requires an answer. Why? There are probably about 18,000 high school newspapers in the United States. Each has - or should have - an adviser who is on the faculty. And each adviser should be qualified for the job.

Incidentally, this problem is not new. High schools have printed newspapers for more than one hundred forty years. Approximately 300 student publications were founded before 1900. Many high school newspapers have been published for several decades.

To answer this question, first let us determine the sources from which high school principals currently recruit newspaper advisers. Presumably the source from which most of them are recruited should consider whether it has any responsibility for the professional preparation of the undergraduates it prepares for teaching careers.

Consider significant evidence gathered by Quill and Scroll Studies. This agency is the "research arm" of Quill and Scroll Foundation which has been serving secondary schools for nearly forty years. Professor Lester G. Benz of the University of Iowa School of Journalism is the executive secretary.

1. Examine data gathered from 186 newspaper advisers in the six southeastern states - Louisiana, Mississippi, Georgia, Florida, Alabama, and South Carolina in 1966. Among them were 85 with bachelor's degrees in English, 30 in Education, 21 in business, 16 in journalism, and the others in scattered fields.

2. Note data gathered from 114 Kentucky high school newspaper advisers in 1966. Among them were 57 with certificates in English, 18 in social studies, 14 in business, 4 in journalism, and the others in more than six other fields.

3. Consider now data gathered from 415 newspaper advisers in all of the major regions of the United States as reported in "Five Factors in the Success of High School Newspapers" completed in the fall of 1968. Of these 415 advisers, 63 per cent received bachelor's degrees in English, 15 per cent in education, 14 per cent in journalism, 4 per cent in speech, 4 per cent in business. Note these areas of certification, accepting the fact that some were certified in more than one field. Of these 415 advisers, 76 per cent had a certificate in English, 57 per cent a general secondary certificate, 37 per cent a journalism certificate, 14 per cent a speech certificate.

One fact is inescapable in these three studies: More newspaper advisers are recruited from teachers who have degrees or certificates in English than any other field. Throughout the United States it is highly probable that more than half of the newspaper advisers have a degree or certificate in English or English education.

Another fact may be noted too: More teachers of English are recruited from teachers who have degrees or certificates in English than any other field. Throughout the United States it is highly probable that more than one half of those who meet English classes have a degree or certificate in English or English education.

It is true, then, that most of the advisers of newspaper staffs are English teachers. It is true also that most of the teachers of English classes also are English teachers. Yet in the National Study of High School English Programs reported in 1968 only slightly more than seven out of ten teachers assigned to teach English had undergraduate majors in English. Moreover, this report covered selected schools.

Since the majority of newspaper advisers receive their professional preparation for teaching careers under the jurisdiction of English or English education departments, it is fair to ask whether typical undergraduate programs for English teachers automatically qualify beginners to succeed as newspaper advisers.

Educators in English and English education have analyzed the role and the responsibilities of those who meet classes in required English. They have established programs leading to bachelor's degrees and to certification. Guidance and instruction are geared to prevailing concepts of the role and scope of English teaching.

Do typical requirements for English teachers automatically prepare the newspaper adviser to succeed as an expert on the editorial, financial, and production problems of the high school newspaper? Do they prepare him effectively for the other duties which newspaper advisers may have.

For example, 26 per cent of the newspaper advisers also are the yearbook advisers; 81 per cent also are sponsors of the Quill and Scroll chapter; 30 per cent also prepare news releases. Most of them teach four or more periods a day, more than half are class sponsors, more than one-third have other duties.

To put it another way, are the undergraduates who receive degrees in English and English education prepared to solve the major problems the newspaper adviser faces. These problems, according to "Five Factors in the Success of the High School Newspaper" are:

1. Developing effective internal relations with academic and non-academic employees.

2. Developing a program with essential facilities for a newspaper laboratory and acquiring audiovisual equipment and materials and library resources.

3. Financing a newspaper which is published by letterpress or offset press at least every week or every two weeks.

4. Teaching the editorial staff to publish a newspaper which meets desirable journalistic and educational standards.

Now, let us examine typical requirements majors in English and English education now meet to qualify for degrees and certificates. Let us also examine the background of newspaper advisers to determine why some are more successful than others.

First, the typical program is literature-centered. Usually it concentrates on literature written in English, not necessarily requiring students to study world literature - Russian, Hindu, Chinese, Arabic, Greek, Hebrew - or American literature since 1900. Seldom are requirements in literature related to the other humanities. In any event, though the beginner may know what high school students should read he may be unable to teach them how to read. Seldom do requirements include the sustained and systematic study of mass media in open, closed, or undecided societies. Yet high school students of today will be consumers of mass media every day in their lives as adults whether they touch literature or not.

Second, the typical program may give more emphasis to the study of language than heretofore. The origin and evolution of language may be investigated. Linguistics, semantics, and related topics may be studied. Generative and other approaches to grammar may be undertaken. Seldom is casual attention given to the process, structure, effects, or other aspects of communication studied, nor are methods of communication research investigated.

Third, some programs insist that majors take academic courses in writing beyond freshman English. Seldom are the forms of writing which adults commonly read and use given sustained attention. In fact few departments of English or English education employ personnel qualified to teach journalistic techniques.

The English teacher inevitably counsels students, but is not trained in guidance. He invariably gives examinations, but seldom is required to study tests and measurements. He devotes most of his time to classroom activities, but rarely is required to know how to use audiovisual equipment and materials. Nor does he make a systematic study of his role in the homeroom, co-curricular activities, or public relations in and out of the school.

Typical undergraduate programs for majors in English and English education doubtless help the teacher of required courses in English. Do they automatically qualify the teacher to succeed as a newspaper adviser. Consider the consensus of 415 newspaper advisers. Here it is: 7 per cent answer the question "yes," 93 per cent answer the question "no."

Now let us examine the academic preparation of newspaper advisers who provided data for "Five Factors in the Success of High School Newspapers." All of them participated in the 1966 Quill and Scroll Critical Service. Their newspapers were evaluated in terms of their effectiveness as information media, leadership media, entertainment media, business enterprises, and learning laboratories. Let us compare the background of all advisers with the background of advisers whose newspapers won the Gallup Award, the highest honor.

First, Gallup Award sponsors were more successful in winning over-all cooperation than advisers in general. Examine Table 1.

TABLE 1

COMPARISON OF ALL NEWSPAPER ADVISERS AND GALLUP AWARD ADVISERS IN OVER-ALL EXCELLENT COOPERATION RECEIVED FROM VARIOUS SOURCES (PERCENTAGES)

Source	All	Gallup
Principal	59	67
Vice-principal	54	70
Head, English Department	56	57
Dean of Boys	48	65
Dean of Girls	48	59
Librarian	51	58
Office Personnel	46	59
Board of Education	43	60

Gallup Award sponsors somehow achieve excellence both in overall cooperation and cooperation from news sources, according to data in Table 2 from Quill and Scroll Studies. In each of eight instances in Table 1 and thirty-one instances in Table 2 the Gallup Award sponsors are more successful.

Gallup Award advisers are more successful in achieving excellence in facilities, equipment, and resources than are advisers in general. They were ahead in achieving excellence for classroom size and shape: desks, tables, and chairs; heat; illumination; ventilation; blackboards, bulletin boards; cameras; shelves for books and magazines; storage space and files; typewriters. They fell behind in one instance - air-conditioning. They also were more successful so far as opaque projectors, overhead projectors, slide projectors, and motion picture projectors were concerned.

Gallup Award advisers more often achieved excellence in library sources than advisers in general, specifically in these aspects: newspapers for study, magazines for study, historical source materials on mass

TABLE 2

COMPARISON OF ALL NEWSPAPER ADVISERS AND GALLUP AWARD ADVISERS IN EXCELLENCE OF COOPERATION FROM VARIOUS NEWS SOURCES (PERCENTAGES)

News Source	All	Gallup
Main Officials		
Principal	43	63
Vice-principal	36	52
Librarian	29	48
Dean of Boys	33	57
Dean of Girls	35	58
Office Personnel	27	47
Food Services	22	33
Maintenance Personnel	20	31
Teachers		
English and Speech	35	54
Social Studies-History	21	33
Natural Science-Agriculture	20	40
Mathematics	18	30
Fine and Industrial Arts	31	40
Foreign Language	20	26
Business-Vocational	26	39
Home Economics	24	33
Co-Curricular Sources		
Student Council	41	71
Class Organizations	29	53
Music Activities	36	63
Homerooms	15	31
Clubs, Organizations	30	48
Yearbooks	36	50
Assembly Programs	32	46
Coaches		
Girls Physical Education	34	55
Boys Physical Education	39	57
Baseball	40	59
Basketball	45	51
Football	47	57
Field, Track	44	60
Swimming	41	60
Other	41	69

media, college journalism textbooks, biographies of newspapermen, high school journalism textbooks, material on foreign journalism, and audiovisual material.

Consider newspaper financing. Only three out of four of the newspapers in general break even or make a profit whereas four out of five of the Gallup Award newspapers break even or make a profit. More important, nearly two out of three Gallup Award newspapers are published every week or two weeks whereas only slightly more than one-third of the others are published that often. Approximately 31 per cent of the newspapers in general rely on a subsidy whereas only 33 per cent of the Gallup Award newspapers receive a subsidy.

Gallup Award newspapers attract more students to the staff than do newspapers in general according to the study reported here. Gallup Award newspaper staff members are more likely to be able to enroll in two or more years of high school journalism with credit, for instruction of this scope is available in 57 per cent of the Gallup Award schools and 40 per cent of the others. Nearly one-fourth of the latter have no journalism courses.

Schools with Gallup Award newspapers are more successful in developing good relations between the staff and the school, in financing the newspaper, in obtaining needed facilities, and resources, and in providing two or more years of journalism instruction with credit.

How is the Gallup Award adviser different from advisers in general?

1. He is better paid for 60 per cent of the former and 40 per cent of the latter receive $7,000 or more for nine or ten months.

2. He is more likely to have six years or more experience as a newspaper adviser.

3. He is more likely to be a member of Journalism Education Association, Columbia Scholastic Press Advisers Association, NEA, PTA, and other associations for teachers except NCTE.

4. He is not only more likely to have a certificate to teach journalism, but also a certificate to teach English!

5. Most important, the Gallup Award sponsor is more likely to have enrolled in journalism courses and to have completed a bachelor's or master's degree in journalism. Indeed 62 per cent of the Gallup Award advisers have taken 18 semester hours or more in college journalism, only 23 per cent of advisers in general have college credit in journalism to that extent. In fact almost one newspaper adviser in four never has taken a college journalism course - and what would we think of one English teacher in four never having taken a college English course?

Consider these conclusions:

1. Principals recruit newspaper advisers from the ranks of English teachers.

2. Departments of English and English education are responsible for the professional preparation of prospective English teachers.

3. Educators in English and English education should recognize the fact that many newspaper sponsors will be unprepared unless they are required as undergraduates to take journalism courses.

4. Degrees in English and English education as well as certificates in English should include a comprehensive course in mass media and a basic course in journalistic techniques.

5. High school students soon to face the crucial issues of our era need English programs that are communication-centered, not literature-centered.

Educators in English and English education should seek the cooperation of schools and departments of journalism in preparing English teachers to teach journalism and supervise student publications. They should encourage state departments of public instruction to require a minimum of 18 semester hours in journalism to qualify for posts involving curricular or co-curricular activities in journalism.

Professional organizations of English teachers in their conferences and their publications should urge the acceptance of this new responsibility. We cannot urge excellence in English instruction by tolerating inadequacy in the preparation of newspaper sponsors. If an English teacher should be prepared for his professional career in one aspect of his responsibility, he also should be prepared in other typical aspects.

OBITUARY OF HIGH SCHOOL NEWSPAPER JOURNALISM
Laurence R. Campbell, 1971

Mark Twain once read his obituary. More recently epitaphs of God have been circulated. Therefore, it should come as no surprise that someone should report that "High School Journalism is Dead! Dead! Dead!"

True, it may come as a surprise that The English Journal should publish the article, yet the venerable National Council of Teachers of English never has given high school journalism excessive support.

The author of the article concludes, "yes, we believe high school paper journalism is dead, but TV journalism is live and flourishing in the Berkshires."

Several comments are relevant:

1. There is no doubt that some high school newspaper content is dull and deadly - especially if the newspaper actually is history journal published monthly or even less often.

2. There is no doubt that some newspapers publish "quarterly pap," especially if the newspaper adviser is unable or unwilling to inspire and stimulate student journalists to write timely and relevant features.

3. There is no doubt that journalism courses which put out papers which don't enter critical service or get the second, third, or fourth class ratings have very limited value to the students or schools.

4. There is no doubt that journalism classes whether called journalism, mass media, or television classes can be innovative and are in many schools not in the Berkshires.

Unfortunately some readers of The English Journal may take the obituary too seriously. After all, it is a sincere essay, not a documented research. Nor have Quill and Scroll, CSPA, NSPA, JEA, CSPAA, Newspaper Fund, or state and regional school press associations suddenly dissolved.

High school newspaper journalism - as well as other forms of high school journalism - is very much alive to anyone who reads the studies conducted by Quill and Scroll or Communication: Journalism Education Today, Scholastic Editor, Quill and Scroll, School Press Review, Photolith, or the bulletins of school press groups.

In fact, these media for years have been encouraging expansion of high school journalism to encompass both print and nonprint media. In 1939, for example, emphasis on consumer journalism was stressed as a result of the National Survey of High School Journalism and in team teaching of journalism courses for advisers at Northwestern summer sessions.

High school newspaper journalism provides a service which broadcast journalism cannot duplicate - just as it also may provide a significant service. The principal, the board of education, can have a dynamic program if:

1. The journalism class and newspaper staff have clear, reasonable, and flexible policy guidelines which avoid censorship.

2. The class is taught by a teacher with 15 or more semester hours in upper division or graduate journalism courses and is interested in print media.

3. The class and staff are taught in a classroom designed for journalism courses and student publications - as carefully as the science laboratories are equipped to meet accreditation requirements.

4. If the class and staff have access to the necessity educational media and library resources.

5. The class and staff are assured the financial support necessary to publish the newspaper every two weeks or oftener.

6. The class and staff have reasonable support and cooperation from academic and non-academic employees.

These are minimum essentials for high school journalism whether it stresses print or nonprint media. Where these conditions are established, as they are in many schools, newspaper journalism will be a vital force.

Meanwhile English teachers, department heads, and supervisors may properly ask what they are doing now to develop communication-centered curricula in which all English students may benefit by experiences which only students in elective journalism courses now enjoy.

Newspaper advisers - sometimes weary and frustrated by the jabs and jolts they receive from those who should support them - should take a new look at what they are doing to deserve the scorn of the author of the article entitled "High School Journalism Is Dead! Dead! Dead!"

Editors of The English Journal may wish to publish this statement as a matter of stressing their lack of bias.

DATES OF FOUNDING OF HIGH SCHOOL PRESS GROUPS AS REPORTED TO QUILL AND SCROLL STUDIES BY April 1, 1971

All known high school press associations have been invited to report their founding dates. This list will be revised if additions or corrections are reported.

1915 Montana Interscholastic Editorial Association (inactive 1917-1920)
1916 Oklahoma Interscholastic Press Association (continuous)
1921 Central Interscholastic Press Association (now National SPA)
1921 Michigan Interscholastic Press Association
1921 Oregon Scholastic Press

1921 South Dakota High School Press Association
1921 Minnesota High School Press Association
1921? Iowa High School Press
1922 Northern Interscholastic Press Association (North Dakota)
1922 Indiana High School Press Association

1923 Missouri Interscholastic Press Association
1923 Texas High School Press Association
1924 Illinois State High School Press Association
1925 Columbia Scholastic Press Association
1925 Southern Interscholastic Press Association

1925 Texas Interscholastic League Press Conference
1926 Quill and Scroll Society
1927 United High School Press Association (in West Virginia)
1928 Georgia Scholastic Press Association
1931 Catholic School Press Association

1931 San Joaquin Valley Scholastic Press Association
1931 Alabama High School Press Association
1932 Nebraska High School Press Association
1935 St. Bonaventure High School Journalism Association
1937 Empire State School Press Association

1937 North Carolina Scholastic Press Association
1938 Wabash Valley Press Conference
1938 Northeastern Ohio Scholastic Press Association
1940 Northwest District Journalism Association
1945 Temple Press Tournament

1946 North Central Michigan Press Association
1946 Florida Scholastic Press Association
1946 New Mexico State High School Press Association
1946 Maryland Scholastic Press Advisers Association
1947 Central New York State School Press Association

1947 Wyoming High School Press Association
1950 Wisconsin Chopewa Valley School Press Association
1950 Southern Illinois School Press Association
1950 Central Texas High School Press Association
1954 Central Valley Scholastic Journalism Association (California)

1955 Eastern Indiana Division
1957 Southwestern Council of Student Publications
1958 Detroit Student Press Association
1959 Wisconsin Journalism Teacher-Adviser Council
1960 Northern Illinois School Press Association

1962 Delaware Valley Scholastic Press Association
1962 Pioneer Valley Press Conference
1963 Utah State Press
1963 East Bay High School Press Association
1964 Interscholastic Press Association

1966 Eastern Illinois High School Press Association

Not all of the above associations necessarily now are active. Dates for the founding and termination of the Pacific Slope School Press Association, Greater Scholastic Press Guild, National Duplicated Paper Association, and other similar associations are needed.

QUILL AND SCROLL STUDIES - 1966-1970
(Studies are by Laurence R. Campbell, Director, unless otherwise indicated)

1966 - "Problems of Newspaper Advisers in Six Southeastern States," Quill and Scroll, November-December, 1966.

1967 - "Journalism Activities in Kentucky Public and Nonpublic High Schools," Dr. Robert Murphy and Dr. Laurence R. Campbell.

1967 - "Measuring the Readability of High School Newspapers," Dr. George R. Klare and Dr. Laurence R. Campbell, printed publication may be obtained from Quill and Scroll Foundation.

1967 - "The Role, Beginnings, Membership, and Services of High School Press Associations in the United States." (See School Press Review, December, 1968, for summary.)

1967 - "Media Habits and Attitudes toward Media of Colorado High School Students." Dr. James R. Hickey and Dr. James E. Brinton of the University of Colorado.

1967 - List of dates of early high school publications in New York State, Esspa Newsletter, 1967-1968: Number 1.

1967 - "Wilmington High Paper Dates Back to 1861," Illinois High School Journalist, February, 1967, pp. 1, 4.

1967 - "Connecticut's First School Newspaper," School Press Review, June, 1967, p. 5.

1967 - "Take a Long Look at Yearbook Contracts," Quill and Scroll, April-May, 1967, pp. 28-31.

1968 - "The High School Newspaper as a Medium of Goodwill."

1968 - "Early Student Publications Found in Maine, New Hampshire, Vermont," School Press Review, May, 1968.

1968 - "Five Factors in the Success of High School Newspapers," 123 pp.

1969 - "Business Policies and Procedures of High School Newspapers," 204 pp. (Limited number of copies available at Quill and Scroll Foundation, University of Iowa, Iowa City, Iowa, $2.25).

1969 - "Measure the Content of Your High School Newspaper."

1969 - "Journalism Programs in Middle West High Schools."

1969 - "What High School Students Read in Hometown Daily Newspapers."

1969 - "Teenagers' Attitudes Toward the First Amendment."

1969 - "Teenagers' Attitudes Toward the Hometown Daily Newspaper."

1969 - "Teenagers' Media Habits."

1970 - "What They Read Yesterday and Why," Dr. James R. Hickey.

1971 - "The Human Equation and the School Newspaper."

1971 - "Student Press Copes with High School Unrest."

Quill and Scroll Studies of which Dr. Laurence R. Campbell is director is sponsored by Quill and Scroll Foundation, University of Iowa. Dr. Campbell is at 213 Education Building, Florida State University, Tallahassee, Florida, 32306.